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ABSTRACT

This manual explains how to administer the instrument, Life Career Development Needs Survey--Secondary School, and suggests ways to interpret the data obtained. Interpretive information is included for both computer analysis and hand computation. Computational aids for hand computation and the survey instrument are appended. This survey instrument is based on the following three domains of career development needs: interpersonal effectiveness; work and life skills; and life career planning. These domains represent major spheres of concern in the Georgia Comprehensive Career Guidance Project's life career development model. (ERIC document ED 160 850 provides a detailed description of this model and strategies for program development/implementation on the elementary and secondary levels; CE 019 692 describes the postsecondary and adult model.) Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697) and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694), secondary schools (CE 019 695), and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). (BM)

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LIFE CAREER DEVELOPMENT NEEDS SURVEY

SECONDARY SCHOOL

Comprehensive Career Guidance Projects
College of Education
University of Missouri-Columbia

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June, 1977

CE 019 698

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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GEORGIA CAREER GUIDANCE PROJECT
ELEMENTARY SCHOOL

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INTRODUCTION

This manual explains how to administer the LIFE CAREER DEVELOPMENT NEEDS SURVEY - SECONDARY SCHOOL and suggests ways to interpret the data obtained.

The items included in this instrument reflect important concerns in a Life Career Development program. The needs were derived from the three domain areas in Interpersonal Effectiveness, Work and Life Skills, and Life Career Planning. These domains were suggested in Career Guidance in Georgia - A Program Development Guide (Dagley and Hartley, 1976). This Survey is an adaptation of the Georgia Career Guidance Card Sort developed by the same authors. The items used in the development of the Card Sort are the basis for this Survey.

Data from the LIFE CAREER DEVELOPMENT NEEDS SURVEY - SECONDARY SCHOOL may be processed through computer analysis or through hand computation. Information presented about interpretation of the instrument allows for either method to be utilized.

DIRECTIONS FOR ADMINISTRATION

The LIFE CAREER DEVELOPMENT NEEDS SURVEY - SECONDARY SCHOOL instrument concerns needs for students in grades 7-12. It may be administered in an individual or group setting. Students should be instructed to write the school name and the date on the designated lines on the front page of the instrument and to fill in the circle for their sex and their grade. Persons other than students responding to the survey should indicate their sex and the date.

A name grid is provided for respondents to give their last name and first initial. Schools that are using the data only for guidance program evaluation, however, may choose to have the respondents omit their names. If follow-up studies and individual applications are a possibility, filling out the name grid would be necessary.

The INSTRUCTIONS for responding to this needs survey are self-explanatory; however, questions should be encouraged if respondents are unsure of the instructions or the steps to follow. Instructions and directions may be read aloud whenever necessary. If the instrument answers are to be machine-scored, it is particularly important that the INSTRUCTIONS be followed precisely.

There is no time limit for completing the instrument. Each person may take as much time as necessary to complete all the items. The administrator of the instrument should collect the papers as they are finished.

INSTRUMENT INTERPRETATION

A variety of factors enter into the interpretation and utilization of data from an instrument. In addition to objective data, factors related to a particular school situation are important as a framework for analyzing the instrument results. Staff composition and pattern, school population, financial and personnel resources are examples of such factors which are unique to each school and which influence the instrument data interpretation. This manual cannot attend to all the implications of the varying combinations of these factors. Each school system will need to generalize basic interpretation suggestions of this manual to their own specific situation.

Described in this manual are the kinds of objective data that can be obtained from the instrument. This data can best be expressed in the form of percentages. Important implications for program planning are identified by using group percentage information. Data from specific students is useful as a tool for individualizing educational programs to meet their needs. A school may wish to develop normative data for the local district; state norms may be developed at a later date. While this manual does not describe the procedures for accumulating this type of data, it is recommended that this be done by any school system which uses this instrument extensively.

The purpose of the LIFE CAREER DEVELOPMENT NEEDS SURVEY - SECONDARY SCHOOL is to determine the level of student need in various areas, the

urgency of those needs and to establish which areas might require some form of assistance. This information can be examined as broad career development needs, specific needs and priority needs. The data may be analyzed by classroom or school groups, or on an individual student basis.

1. Perceived Needs: A comprehensive view of student needs is indicated by the percentage of HIGH NEED responses and of LOW NEED responses. This percentage data suggests the magnitude of perceived student needs across life career development areas.

   A word of caution is in order in considering overall percentage information. A large percentage of HIGH NEED or LOW NEED responses may be attributed to several very different factors. Students may be particularly aware and sensitive to their needs and the importance of those needs. Consequently, they identify many areas as being HIGH NEED. On the other hand, individuals may perceive a lack of attention to their needs and so believe many areas are HIGH NEED. A third factor concerns those respondents who are unaware of their needs or unwilling to examine them. These persons would tend to respond with a high percentage of LOW NEED responses.

2. Specific Needs: A more specific examination of student needs is possible using the percentage figures for HIGH NEED responses and LOW NEED responses for each item. Those items with the largest percentage of HIGH NEED responses warrant the greatest attention. It is also useful to determine if the highest need

items cluster in some way, or are related to each other. This consideration may give clues to special student problems or concerns.

3. Crucial Needs: Those needs which are identified as URGENT delineate the areas of crucial concern. These items require particular attention in evaluating the school's career guidance program accomodation of these needs.

4. Desired Assistance: Those areas in which students may require assistance in meeting their needs are revealed by the items obtaining a high percentage of YES responses in the ASSISTANCE column. These areas may suggest a need for special programs or provisions in the curriculum or increased staff time being made available to students.

5. Prioritizing Needs: The data from this instrument can be utilized to set priorities in program planning. By utilizing a procedure to weight and rank order need items, priorities can be indicated. For example, each item can be assigned one point for every time it is given a HIGH NEED response, one point for every URGENT response, and one point for every YES - ASSISTANCE response. The weight of the item becomes the accumulated number of points. The item with the highest weight becomes the highest priority. Each item can be ranked according to its weight.

6. Individual Student: A teacher may wish to analyze an individual student's perceived needs. The pattern of HIGH NEED and LOW

NEED responses reveals the relative importance or concern of various areas to that student. Those items identified as URGENT point out the crucial areas to focus on in planning for that student. The ASSISTANCE responses indicate the specific areas in which the student desires intervention from the school staff to assist in meeting his/her needs.

7. Non-Student Groups: A third person Form B (See Appendix B) allows educators, parents and community members to respond to the same need statements. Comparisons between various groups can be made. Again, in order to prioritize items it may be helpful to combine data and use a weighting and ranking procedure.

8. Card Sort Format: This survey was derived from a card sort approach. In some instances it may be desirable to use a card sort format. Individualized modifications can be achieved with card sort methods. The items will have to be reproduced in a card sort format.

Appendix A: Life Career Development Needs Survey
Secondary School - Form A

Appendix B: Life Career Development Needs Survey
Secondary School - Form B

evised 6/77 School Name _____ Date _____

LIFE CAREER DEVELOPMENT NEEDS SURVEY: SECONDARY SCHOOL Form

Duane L. Hartley, John C. Dagley and Earl J. Moore

Last Name

This survey examines various areas of student needs or requirements. It is designed to determine the level of need in each area and to identify areas in which assistance is desired.

INSTRUCTIONS

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles. Complete Steps 1, 2, and 3 for each item.

Step 1. Read each item carefully. Does this item represent an area of HIGH NEED or LOW NEED for you? Fill in the circle indicating your answer of HIGH NEED or LOW NEED for each item.

Step 2. If you answered HIGH NEED for an item, does this area require immediate attention? Fill in the circle indicating YES in the column labeled URGENT to identify a most pressing need.

Step 3. Is assistance desired in meeting this need? Whether you answered HIGH NEED, LOW NEED, or URGENT for an item, you might desire assistance through services such as individual counseling, special courses, or relevant information. Fill in the circle indicating YES in the ASSISTANCE column if you would like help in this area.

Sex: ○ Male ○ Female

Grade: ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12

I need:

	HIGH NEED	LOW NEED	URGENT YES	ASSISTANCE YES
1. to know more about educational alternatives after high school, i.e., college/voc-tech schools, training programs, military	○	○	○	○
2. to complete more of the tasks and projects I start	○	○	○	○
3. to know about financial assistance available for furthering my education and training	○	○	○	○
4. to understand more about legal responsibilities I will face as an adult, e.g., income tax, auto insurance	○	○	○	○
5. to understand the interest costs of credit purchases and installment buying	○	○	○	○
6. to understand more about love and intimacy	○	○	○	○
7. to use others' criticisms of me as a basis for improvement	○	○	○	○

I need:	HIGH NEED	LOW NEED	URGENT YES	ASSISTANCE YES
8. to know how to use common hand tools to build or repair things	O	O	O	O
9. to learn how to be more accepting of my appearance	O	O	O	O
10. to know what can be done now to prepare for work that I want to do in the future	O	O	O	O
11. to know the steps I must follow to get a job	O	O	O	O
12. to be more sharing and trusting with others	O	O	O	O
13. to feel more comfortable in groups of people	O	O	O	O
14. to be able to clarify my religious values and beliefs	O	O	O	O
15. to be able to have my parents understand my point of view	O	O	O	O
16. to develop a specific job skill prior to the time I leave school	O	O	O	O
17. to be more relaxed with the opposite sex	O	O	O	O
18. to be able to give in a little without giving up what I believe in	O	O	O	O
19. to feel more capable and competent	O	O	O	O
20. to be able to express my thoughts more clearly in writing	O	O	O	O
21. to be willing to enter new situations and try new things	O	O	O	O
22. to increase my awareness of societal concerns such as the conservation and use of natural resources	O	O	O	O
23. to learn more about working conditions of jobs that are of interest to me	O	O	O	O
24. to improve my test-taking skills	O	O	O	O
25. to know more about the educational requirements of jobs	O	O	O	O
26. to develop life-long recreational interests that will make my leisure time enjoyable	O	O	O	O
27. to develop better grooming and health habits	O	O	O	O
28. to understand the changing work roles and expectations of men and women	O	O	O	O
29. to know more about human sexual development	O	O	O	O
30. to be able to communicate with my parents	O	O	O	O
31. to know the things about me that upset others	O	O	O	O

I need:	HIGH NEED	LOW NEED	URGENT YES	ASSIST YES
32. to understand how my behavior affects my relationships with teachers	O	O	O	O
33. to learn more about what to expect on a job	O	O	O	O
34. to take more of an active role in making important decisions that influence my life	O	O	O	O
35. to learn how to express my feelings better	O	O	O	O
36. to know how to budget and spend my money wisely	O	O	O	O
37. to be able to resolve values conflicts with adults, i.e., parents and teachers	O	O	O	O
38. to learn how to register and vote in my community	O	O	O	O
39. to be able to "let go" and be more spontaneous with friends	O	O	O	O
40. to improve knowledge of such common machines as cars, stereo systems, and appliances	O	O	O	O
41. to improve my reading skills	O	O	O	O
42. to understand how my values influence my career choices	O	O	O	O
43. to know how to explore new choices or options when my career plans change	O	O	O	O
44. to be able to talk with others about topics of interest	O	O	O	O
45. to feel lonely less often	O	O	O	O
46. to be more responsible in planning my future	O	O	O	O
47. to be able to evaluate a job in terms of its potential earnings	O	O	O	O
48. to develop plans which will help me reach my educational and occupational goals	O	O	O	O
49. to stand up for my own beliefs in group situations	O	O	O	O
50. to know how people feel about me	O	O	O	O
51. to be able to understand how short term plans relate to long range occupational goals	O	O	O	O
52. to improve my listening skills	O	O	O	O
53. to understand my interests and personality characteristics	O	O	O	O
54. to know how to study better	O	O	O	O
55. to understand how leisure time opportunities are affected by employment in various occupations	O	O	O	O

need:	HIGH NEED	LOW NEED	URGENT YES	ASSISTA YES
56. to learn how to be more decisive about resolving my day-to-day concerns	O	O	O	O
57. to speak up more when I feel that others are wrong	O	O	O	O
58. to know more about the kinds of daily expenses which will confront me when I'm on my own	O	O	O	O
59. to develop learning habits and skills that I can use throughout life	O	O	O	O
60. to increase my ability to work cooperatively with others	O	O	O	O
61. to develop job interviewing skills	O	O	O	O
62. to understand more about the use/abuse of drugs, including alcohol	O	O	O	O
63. to understand the relationships between my career plans and school subjects	O	O	O	O
64. to be more systematic in planning my career goals	O	O	O	O
65. to express myself to others more openly and freely	O	O	O	O
66. to be more effective in speaking in class	O	O	O	O
67. to be more understanding of the feelings of others	O	O	O	O
68. to know what leisure and recreational activities best fit my interests and skills	O	O	O	O
69. to know more about job groupings and their common characteristics, i.e., transportation, construction, and health occupations	O	O	O	O
70. to learn how to make friends with others	O	O	O	O
71. to understand my aptitudes and abilities	O	O	O	O
72. to understand why I see myself one way and people see me another	O	O	O	O
73. to know how various circumstances influence my career planning	O	O	O	O
74. to make a better first impression when meeting others	O	O	O	O
75. to be aware of the different satisfactions work provides	O	O	O	O
76. to use my time more effectively	O	O	O	O
77. to have more close and lasting friendships	O	O	O	O
78. to know how to get information about occupations that are of interest to me	O	O	O	O
79. to be more satisfied with my accomplishments and daily life	O	O	O	O
80. to understand how my feelings affect my behavior	O	O	O	O

vised 6/77 School Name _____ Date _____

LIFE CAREER DEVELOPMENT NEEDS SURVEY: SECONDARY SCHOOL

Form

Duane L. Hartley, John C. Dagley and Earl J. Moore

his survey asks for your personal opinions regarding arious areas of student needs or requirements. It is esigned to determine the level of need in each area nd to identify areas in which assistance may be equired.

INSTRUCTIONS

se black lead pencil only (#2 or softer). DO NOT use nk or ballpoint pens. Make heavy black marks that FILL IRCLE completely. Make no marks except within the ircles. Complete Steps 1, 2, and 3 for each item.

tep 1. Read each item carefully. Does this item represent an area of HIGH NEED or LOW NEED for students?
Fill in the circle indicating your answer of HIGH NEED or LOW NEED for each item.

tep 2. If you answered HIGH NEED for an item, does this area require immediate attention?
Fill in the circle indicating YES in the column labeled URGENT to identify a most pressing need.

Step 3. Do students require assistance in meeting this need? Whether you answered HIGH NEED, LOW NEED, or URGENT for an item, you might think students require assistance through services such as individual counseling, special courses, or relevant information.
Fill in the circle indicating YES in the ASSISTANCE column if you think assistance is required.

Community Member

Sex: ○ Male ○ Female

Are you a parent? ○ Yes ○ No

Children in school? ○ Yes ○ No

Your Age: ○ Under 30 ○ 30-50 ○ Over 50

Educator

Sex: ○ Male ○ Female

	K-6	7-9	10-12	K-12
Instructor:	○	○	○	○
Counselor:	○	○	○	○
Administrator:	○	○	○	○
Special Educ.:	○	○	○	○
Other:	○	○	○	○

Student

Sex: ○ Male ○ Female

	7	8	9	10	11	12
Grade:	○	○	○	○	○	○

Students need:

	HIGH NEED	LOW NEED	URGENT YES	ASSISTANCE YES
1. to know more about educational alternatives after high school, i.e., college/voc-tech schools, training programs, military	○	○	○	○
to complete more of the tasks and projects they start	○	○	○	○
to know about financial assistance available for furthering their education and training	○	○	○	○
to understand more about legal responsibilities they will face as adults, e.g., income tax, auto insurance	○	○	○	○
to understand the interest costs of credit purchases and installment buying	○	○	○	○
to understand more about love and intimacy	○	○	○	○
to use others' criticisms of them as a basis for improvement	○	○	○	○

Students need:	HIGH NEED	LOW NEED	URGENT YES	ASSIST YES
8. to know how to use common hand tools to build or repair things	O	O	O	O
9. to learn how to be more accepting of their appearance	O	O	O	O
10. to know what can be done now to prepare for work that they want to do in the future	O	O	O	O
11. to know the steps they must follow to get a job	O	O	O	O
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15. to be able to have their parents understand their point of view	O	O	O	O
16. to develop a specific job skill prior to the time they leave school	O	O	O	O
17. to be more relaxed with the opposite sex	O	O	O	O
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20. to be able to express their thoughts more clearly in writing	O	O	O	O
21. to be willing to enter new situations and try new things	O	O	O	O
22. to increase their awareness of societal concerns such as the conservation and use of natural resources	O	O	O	O
23. to learn more about working conditions of jobs that are of interest to them	O	O	O	O
24. to improve their test-taking skills	O	O	O	O
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26. to develop life-long recreational interests that will make their leisure time enjoyable	O	O	O	O
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33. to learn more about what to expect on a job	O	O	O	O
34. to take more of an active role in making important decisions that influence their lives	O	O	O	O
35. to learn how to express their feelings better	O	O	O	O
36. to know how to budget and spend their money wisely	O	O	O	O
37. to be able to resolve values conflicts with adults, i.e., parents and teachers	O	O	O	O
38. to learn how to register and vote in their community	O	O	O	O
39. to be able to "let go" and be more spontaneous with their friends	O	O	O	O
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48. to develop plans which will help them reach their educational and occupational goals	O	O	O	O
49. to stand up for their own beliefs in group situations	O	O	O	O
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54. to know how to study better	O	O	O	O
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Students need:	HIGH NEED	LOW NEED	URGENT YES	ASSISTANCE YES
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67. to speak up more when they feel that others are wrong	O	O	O	O
68. to know more about the kinds of daily expenses which will confront them when they're on their own	O	O	O	O
69. to develop learning habits and skills that they can use throughout life	O	O	O	O
60. to increase their ability to work cooperatively with others	O	O	O	O
61. to develop job interviewing skills	O	O	O	O
62. to understand more about the use/abuse of drugs, including alcohol	O	O	O	O
63. to understand the relationships between their career plans and school subjects	O	O	O	O
64. to be more systematic in planning their career goals	O	O	O	O
65. to express themselves to others more openly and freely	O	O	O	O
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73. to know how various circumstances influence their career planning	O	O	O	O
74. to make better first impressions when meeting others	O	O	O	O
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79. to be more satisfied with their accomplishments and daily lives	O	O	O	O
80. to understand how their feelings affect their behavior	O	O	O	O